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ABSTRACT

This manual was prepared specifically for cooperating teachers who are responsible for supervising secondary school field experiences of education students from Franklin College (Indiana). Sections in the booklet deal with each field experience from the sophomore year through the senior year, including lab experiences, internships, and student teaching. Each segment is discussed in terms of: (1) prior experience a student will have at the beginning of the field experience; (2) observations and reports expected of the student; (3) preferred type of participation by the student; (4) time frame for assuming responsibilities; (5) ways the student can assist the cooperating teacher; and (6) reports required of the cooperating teacher. Sample student evaluation forms are included. The legal status of pre-professional teachers and the policy for placement of student teachers are briefly discussed. An appendix includes a comprehensive list of suggested activities and laboratoy experiences for students in internships. (JD)

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ED237479

A Manual For Cooperating Teachers

Secondary Field Experiences

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INTRODUCTION

The value of practical experience is recognized in nearly all professions, and teaching is no exception. Teachers are unanimous in their agreement that the vital part of their teacher training was the practical experience they received in schools.

In response to both the recommendations of public school teachers and administrators and State Department of Public Instruction requirements calling for "early and continuous field experiences" in teacher education programs, Franklin College has made a series of practical experiences the centerpiece of its teacher education program.

OVERVIEW

Beginning with the first professional education course taken in the sophomore year and ending with a full-time student teaching assignment of nine weeks, field experiences are required of all students who plan eventually to teach. The pre-student teaching field experiences consist of three general types: on-campus laboratory activities, field trips to unique educational settings or programs, and placement as a teaching assistant in a public school classroom. Field experiences may occur during a special period reserved for each professional education course or during a four-week, full-time internship during the month of January.

PURPOSE OF FIELD EXPERIENCES

Specifically, the internships and field experiences prior to student teaching are intended to help the student:

(a) make a realistic evaluation concerning his interest in and aptitude for teaching;
(b) acquire an awareness of the competencies needed for successful teaching;
(c) gain a broad perspective of total school programs; and
(d) gain an understanding of adolescent behavior, including an awareness of physiological, psychological, sociological, and intellectual characteristics and needs of students in secondary grades.

An important function of the internship and pre-student teaching laboratory experiences is to assist the College in counselling students who are interested in teaching.

The purpose of the student teaching assignment, of course, is to provide the student teacher an opportunity to practice the skills needed to succeed in the initial stage of his teaching career.

SEQUENCE OF FIELD EXPERIENCES

Field experiences begin in the sophomore year with the laboratory which accompanies EDS 224: Introduction to Teaching in Secondary Schools. Following the introductory course is a four-week-long, full-time internship in a public school. During the junior year the student takes EDS 343: Educational Psychology and Sociology which includes a laboratory experience in a public school of one-half-day each week. One-half-day laboratory experiences in public schools are also combined with EDS 422 Teaching Reading in Content Areas which is taken during the Fall Semester of the senior year. Two courses which precede student teaching during the student's last semester also include a "full day" laboratory each week for four weeks.

TABLE I

YEAR IN COLLEGE	EDUCATION COURSE	FIELD EXPERIENCE
Sophomore	EDS 224: Introduction to Teaching in Secondary School	Lab experience (½ day per week, 14 weeks) EDS 280: Internship in Secondary School (January--4 weeks)
Junior	EDS 343: Educational Psychology and Sociology	Lab experience (½ day per week, 10 weeks)
Senior--Fall	EDS 422: Teaching Reading as a Content Area	Lab experience (½ day per week, 10 weeks)
Senior--Spring	EDS 431: Problems in Secondary Teaching EDS 459: Special Teaching Methods	Lab experience one full day per week 5 weeks) preceding student teaching EDS 489: Student Teaching (All day, 5 days per week, 9 weeks)

The following sections deal specifically with each field experience. The field experiences are arranged in the order they occur in a student's teacher education program. Each field experience is discussed in terms of several points of reference.

1. Prior experience a student will have at the beginning of the field experience
2. Required observations and reports expected of the student
3. Preferred type of participation by the student
4. Time frame for assuming responsibilities
5. Ways the student can assist the cooperating teacher
6. Reports required of the cooperating teacher

Additionally, Appendix F includes a comprehensive list of suggested activities for students in internships and laboratory experiences.

EDS 224: LAB EXPERIENCE

This laboratory experience is taken in conjunction with Introduction to Teaching in Secondary Schools and meets one-half day per week for fourteen (14) weeks. The student has had no previous courses in professional education.

The laboratory experience consists of a combination of on-campus and off-campus activities which usually include visits by the students to unique and culturally diverse educational settings, audio-visual workshops, and video-taped micro-teaching.

REQUIRED ACTIVITIES

1st week--Communication Skills Test
2nd week--Field Trip (Urban High School)
3rd week--Field Trip (Urban High School)
4th week--Field Trip (Open Space Secondary School)
5th week--Field Trip (Open Space Middle School)
6th week--Field Trip (Special Education--Mental Retardation)
7th week--Audio-visual Workshop on Campus
8th week--Audio-visual Workshop on Campus
9th week--Field Trip (School Board Meeting)
10th week--Field Trip (Parochial Secondary School)
11th week--Micro-teaching on Campus
12th week--Field Trip (Multi-cultural/lingual)
13th week--Micro-teaching on Campus
14th week--Communication Skills Test (re-takes)

EDS 280: INTERNSHIP

(4 weeks in January--full-time)

PRIOR EXPERIENCE

EDS 224: Lab Experience which includes visits to diverse and unique educational settings, on-campus workshops, and micro-teaching.

REQUIRED OBSERVATIONS AND REPORTS

Most of the observations and reports required of the students are related to career exploration. Weekly log reports are submitted to the College supervisor.

TYPE OF PARTICIPATION PREFERRED

1. Assume routine duties in the classroom: taking roll; monitoring exams, demonstrations, make-up work; duplicating materials; recording or averaging grades; preparing teacher aids for class.

2. Accompany a teacher on a daily basis on hall duty, cafeteria duty, or gymnasium duty.

3. Tutor individual pupils needing additional instruction or supervision. Tutoring may be "reactive" or "developmental."

4. Supervise small-group activities or officiate games (applies to physical education).

5. At least once, preferably two or three times, make a short (10-minute) presentation to a class.

TIME FRAME

1st week	--Monday	Observe class; read faculty and student handbooks; tour facilities.
	--Tuesday	Assume routine duties; observe; confer with counselors to prepare for tutoring.
	--Wednesday	Observe at least one hour; reactive tutoring at least 4 hours; assist teacher with routine duties.
	--Thursday	Assist teacher with routine duties.
	--Friday	Assist teacher with routine duties.
2nd week		Reactive and developmental tutoring of students at least 4 hours; observe large-group instruction at least 1 hour; assist with routine duties.
3rd week	--Monday	Same as second week.
	--Tuesday	Same as second week.
	--Wednesday	Same as second week except tutor only 2 hours; observe 1 hour; and make class presentation of at least 10 minutes during one hour.
	--Thursday	" " "
	--Friday	" " "
4th week		Same as third week.

WAYS OF ASSISTING COOPERATING TEACHER

1. Relieving the cooperating teacher of some routine, time-consuming tasks
2. Allowing for individualized instruction for selected students, handicapped as well as gifted
3. Permitting the use of study groups or independent study
4. In physical education, permitting the grouping of the class by skill level or interest
5. Permitting the better use of study time in class by students

REPORTS REQUIRED OF COOPERATING TEACHER

One evaluation at the end of the 4-week term (Appendix A in the Manual)

SPECIAL NOTE:

Students may elect to take more than one internship. In fact, many students do so in order to gain additional experience. In such cases the College supervisor will notify the cooperating teacher before the internship begins, and appropriate activities will be developed in cooperation with the College supervisor, the student, and the cooperating teacher.

EDS 343: LAB EXPERIENCE

This lab experience is taken in conjunction with Educational Psychology and Sociology and meets one-half day per week for ten weeks.

PRIOR EXPERIENCE

Internship (4 weeks in January), EDS 280: Lab Experience

Full-time equivalent in public schools of 4 weeks

Full-time equivalent in other laboratory experiences for 1 week

Following each day in the public schools, students submit to the College supervisor observation reports concerning topics listed below. Cooperating teachers may ask to review any data collected by a student.

1. Awareness of Differences in Cognitive Style
2. Identifying Racial, Socio-economic, and Sex Bias in Schools
3. Techniques of Motivation
4. Flanders Interaction Analysis
5. Classroom Management
6. Teaching a Concept or Skill (lesson plan and evaluation)
7. Teaching a Concept or Skill (lesson plan and evaluation)
8. Teaching a Concept or Skill (lesson plan and evaluation)
9. Teaching a Concept or Skill (lesson plan and evaluation)
10. Teaching a Concept or Skill (lesson plan and evaluation)

TYPE OF PARTICIPATION PREFERRED

1. Assume routine duties in the classroom: taking roll; monitoring exams, demonstrations, make-up work; duplicating materials; recording or averaging grades; preparing teaching materials for class.
2. Accompany teachers on a daily basis on hall duty, cafeteria duty, gymnasium duty.
3. Tutor individual pupils needing additional assistance. Tutoring may be "reactive" or "developmental."
4. Supervise small-group activities or officiate games (applies to physical education).
5. At least twice the student should make a short (10-minute) presentation to a class.

TIME FRAME

1st week	Observe 1 hour; read faculty and student handbooks; tour facilities; confer with counselor and/or teacher to prepare for tutoring assignment.
2nd week through 5th week	Observe 1 hour; tutor at least 2 hours.
6th week through 10th week	Observe 1 hour; tutor 1 hour; class presentation 1 hour.

WAYS OF ASSISTING COOPERATING TEACHER

1. Relieving the cooperating teacher of some routine, time-consuming tasks
2. Allowing for individualized instruction for selected students, handicapped as well as gifted
3. Permitting the use of study groups or independent study
4. In physical education, permitting the grouping of the class by skill level or interest
5. Permitting a better use of study time in class by students

REPORTS REQUIRED OF COOPERATING TEACHER

One evaluation at the end of the semester (Appendix B in the Manual)

EDS 422: LAB EXPERIENCE

This lab experience is taken in conjunction with Teaching Reading in Content Areas and meets one-half day per week for ten weeks. In those instances when the Teacher Education Board of Control has evidence that the student has had highly successful field experience in EDS 280 and EDS 343, this laboratory experience may be waived.

EDS 224: Lab Experience; EDS 280: Internship; EDS 343: Lab Experience

Full-time equivalent as a "teacher's assistant" in public schools for 5 weeks

Full-time equivalent in other lab experience for 1 week

REQUIRED OBSERVATIONS AND REPORTS

Following each day in the public schools, students submit to the College supervisor observation reports concerning topics listed below. Cooperating teachers may ask to review any data collected by a student.

1. Analyzing Reading Instruction in Content Areas (objectives)
2. Analyzing Reading Instruction in Content Areas (comprehension)
3. Analyzing Reading Instruction in Content Areas (diagnosis/prescription)
4. Analyzing Reading Instruction in Content Areas (evaluation)
5. Teaching a Concept or Skill (lesson plan should include a directed reading activity)
6. Teaching a Concept or Skill (lesson plan should include a directed reading activity)
7. Teaching a Concept or Skill (lesson plan should include a directed reading activity)
8. Teaching a Concept or Skill (lesson plan should include a directed reading activity)
9. Teaching a Concept or Skill (lesson plan should include a directed reading activity)
10. Teaching a Concept or Skill (lesson plan should include a directed reading activity)

TYPE OF PARTICIPATION PREFERRED

1. Assume routine duties in the classroom: taking roll; monitoring exams, demonstrations, make-up work; duplicating materials; recording or averaging grades; preparing teaching materials for class.
2. Accompany teachers on a daily basis on hall duty, cafeteria duty, or gymnasium duty.
3. Tutor individual pupils needing additional assistance in reading. Tutoring may be "reactive" or "developmental."
4. Supervise small-group activities.
5. At least six times the student should present a short lesson to the class. At least once the student should be responsible for planning instruction for the entire period. Presentations should include a directed reading activity.

TIME FRAME

1st week	Observe 1 hour; read faculty and student handbooks; tour facilities; confer with counselor to prepare for tutoring assignment.
2nd week through 5th week	Observe 1 hour; tutor students in reading at least 2 hours.
6th week through 10th week	Tutor students in reading 1 hour; observe 1 hour; class presentation involving a directed reading activity 1 hour.

WAYS OF ASSISTING COOPERATING TEACHERS

1. Relieving the cooperating teacher of some routine, time-consuming tasks
2. Allowing for individualized instruction for selected students, handicapped as well as gifted
3. Permitting the use of study groups or independent study
4. In physical education, permitting the grouping of the class by skill level or interest
5. Permitting a better use of study time in class by students

REPORTS REQUIRED OF COOPERATING TEACHER

One evaluation at the end of the semester (Appendix B in the Manual)

EDS 431 and EDS 459

This lab experience is taken in conjunction with Problems in Secondary Teaching and Teaching Reading in Content Areas. It meets one day per week for four weeks. The student is placed with the same public school teacher who will be supervising the student teaching experience.

PRIOR EXPERIENCE

EDS 224: Lab Experience; EDS 280: Internship; EDS 343: Lab Experience, EDS 422: Lab Experience.

Full-time equivalent as a "teacher's assistant" in public schools for 6 weeks
Full-time equivalent in other laboratory experiences for 1 week

REQUIRED OBSERVATIONS AND REPORTS

Following each day in the public schools, students submit to the College supervisor observation reports concerning topics listed below. Cooperating teachers may ask to review any data collected by a student.

1. Policies, rules and regulations of school and cooperating teacher
2. Classroom management (prevention)
3. Classroom management (intervention)
4. Test construction
5. Grading

TYPE OF PARTICIPATION PREFERRED

1. Assume routine duties in the classroom: taking roll; monitoring exams, demonstrations, make-up work; duplicating materials; recording or averaging grades; preparing teaching materials for class.

2. Carefully review faculty and student handbooks.

3. Confer with principal, or assistant principal, to become familiar with discipline procedures.

4. Tour all facilities.

5. Become familiar with fire and/or tornado procedures.

6. Obtain materials which will be needed to prepare lessons for student teaching.

7. Discuss with cooperating teacher units which will be taught during student teaching.

TIME FRAME

1st week — Observe; secure copies of student and faculty handbooks to read; discuss with cooperating teacher units to be taught during student teaching.

2nd week	Observe for reading problems of students who will be taught during student teaching. Secure copies of textbooks or other teaching materials to be used during student teaching.
3rd week	Assist teacher with routine duties; short presentation to at least one class; discuss with teacher discipline techniques used in classroom; become familiar with attendance procedures
4th week	Assist teacher with routine duties; short presentation to at least one class; secure information on unit testing procedures.
5th week	Assist teacher with routine duties; short presentation to at least one class; secure information on grading procedures.

REPORTS REQUIRED OF COOPERATING TEACHER

None

EDS 489: STUDENT TEACHING

(Nine weeks during the 4th quarter)

PRIOR EXPERIENCE

EDS 224: Lab Experience; EDS 280: Internship; EDS 343: Lab Experience; EDS 422: Lab Experience; EDS 431and EDS 459: Lab Experience

Full-time equivalent in public schools of 7 weeks

Additionally, during the month preceding student teaching, the student will visit the class he will be student teaching at least four full days. The purpose of the pre-student teaching visits is to allow the student teacher the opportunity to learn school policies and procedures, learn the names of pupils, and become familiar with instructional materials which will be available.

LESSON PLANS

Cooperating teachers must work closely with student teachers in the development of unit plans and lesson plans. Students must keep on file at the public school all unit plans and lesson plans.

TYPE OF PARTICIPATION PREFERRED

The student teacher must gradually assume all the duties and responsibilities of the regular teacher. Students must observe the same working hours which are specified in school policies. While student teachers are not required to assist in coaching sports or supervising other extra-curricular activities, they are strongly urged to become involved in the total school program. Student teachers must attend all additional meetings or parent-teacher conferences required of their cooperating teachers.

TIME FRAME

1st week	Observe; teach 1 hour per day; prepare unit plans and lesson plans.
2nd week	Observe; teach 1 -2 hours per day; prepare unit plans and lesson plans.
3rd week through 4th week	Observe; teach 2 - 3 hours per day; prepare unit plans and lesson plans.
5th week through 9th week	Observe; teach 4 hours per day; prepare unit plans and lesson plans.

A minimum of 135 clock-hours must be spent in classroom teaching.

SUPERVISION OF STUDENT TEACHERS

Typically, a cooperating teacher should observe all of the student teacher's classes through the fifth week. If the student teacher is progressing normally, the sixth and seventh weeks should require limited supervision. In the eighth and ninth weeks the student teacher should require only infrequent supervision, providing no problems are occurring. A regular time should be set aside each

day for conferring with the student teacher. While some days may require a half-hour or more and others substantially less, it is very important that the student teacher have some time reserved with his cooperating teacher to discuss his progress.

REPORTS REQUIRED OF COOPERATING TEACHERS

One mid-term evaluation must be completed, reviewed with the student teacher, and submitted to the College supervisor at the end of the fourth week. (Appendix C)

One final evaluation must be completed, reviewed with the student teacher, and submitted to the College supervisor at the end of the semester. (Appendix C)

Since a minimum number of days is required for licensing, accurate attendance records must be kept and reported on the final evaluation submitted to the Director of Secondary Education.

The student will usually ask the cooperating teacher to complete a recommendation form for the student's placement file. (Appendix D)

ATTENDANCE POLICY

The student teacher must teach 45 school days. Days missed for any reason must be made up on "day-for-day" basis. Student teachers must observe the same working hours specified in the faculty handbook for the school in which they are teaching. Students may not leave before the school day has ended simply because they have no more classes scheduled on that day. Student teachers are expected to learn to utilize their unscheduled time for professional purposes, e.g., grading papers, preparing units and lessons, and conferring with students and other teachers.

EVALUATION OF PRE-PROFESSIONAL TEACHERS

Evaluation of students preparing to be teachers is a very important responsibility shared by the cooperating teachers and the College supervisor. While researchers have long recognized the value of positive reinforcement, it is equally important that potential teachers have the opportunity to realistically assess their future in teaching. Consequently, it is essential that evaluations thoughtfully express students' strengths and weaknesses. On each evaluation the cooperating teacher is asked to state whether a student should continue to prepare for a career in teaching or whether a student should be recommended for certification.

Listed are all field experiences in the Secondary Teacher Education program with corresponding general criteria for evaluation. Evaluation instruments, which are located in the Appendices, include specific criteria for evaluation.

TABLE II
EVALUATIVE CRITERIA FOR FIELD EXPERIENCES

CRITERIA	EDS 224: LAB EXPERIENCES	EDS 280: INTERNSHIPS	EDS343: LAB EXPERIENCES	EDS 422,431,459: LAB EXPERIENCES	EDS 489: STUDENT TEACHING
1. Positive attitude toward teaching	X	X	X	X	X
2. Possesses potential for teaching in terms of interpersonal communications skills	X	X	X	X	X
3. Executes duties with responsibility	X	X	X	X	X
4. Demonstrates fundamental understanding of the role of the teacher	X	X	X	X	X
5. Demonstrates ability to prepare short lessons in a professional manner		X	X	X	X
6. Can apply effective teaching skills in individual, small-group, and large-group settings			X	X	X
7. Can apply effective classroom management techniques to create a positive learning environment					X
8. Can effectively evaluate learning					X

LEGAL STATUS OF PRE-PROFESSIONAL TEACHERS

The law has clearly established the legal responsibilities of the student teacher. Briefly, the student teacher may exercise the same duty as a certificated teacher with respect to the supervision or punishment of pupils. Similarly, the student teacher may also be liable for any acts of negligence.

The law does not specifically address itself to the responsibilities of pre-student teachers in the classroom; however, it is assumed that the responsibilities are somewhat less than those of a certificated teacher but somewhat more than those of a student observer in the classroom. Pre-student teachers must realize that they are moving into positions of responsibility and are particularly obligated to support rules and regulations of the school, and in that sense the pre-student teacher is liable. Pre-student teachers can normally discharge this responsibility by reporting any violations to the regular classroom teacher.

Because legal liability for pre-student teachers has not been determined in a court of law, it can be assumed that all contacts with secondary pupils must be under the guidance of a certificated teacher. The pre-student teacher is not to serve as a substitute teacher in the absence of the regular classroom teacher.

PLACEMENT OF STUDENTS

Student placement in field experiences is accomplished through the cooperation of the Director of Secondary Education and appropriate public school officials. A contract between Franklin College and the public school in which a student is placed carefully details the responsibilities of both the College and the public school. In all instances the principal of the school and the cooperating teacher are asked to approve of each student's placement before a field experience begins. School officials are provided personal data for each student (see Appendix G) and may request a personal interview with the student.

An illustration of when public schools are notified of a student's application and when the College needs notification of approval is provided in Table III.

TABLE III

Field Experience	Date School is Notified	Date College Needs Approval	Term for Field Experiences
EDS 280 Internship	Nov. 15	Dec. 10	January
EDS 224 Lab Experience (Fall)	Sept. 5	Sept. 15	Last 10 weeks of semester
EDS 343 Lab Experience (Spring)	Feb. 5	Feb. 15	Last 10 weeks of semester
EDS 422 Lab Experience	Sept. 5	Sept. 15	Last 10 weeks of semester
EDS 489 Student Teaching	The school is notified by March 1 of a student teacher's application to student teach the following year during the 4th quarter. The College prefers to be notified whether a student has been accepted or not within 30 days.		

APPENDIX A

FRANKLIN COLLEGE CAREER PLANNING OFFICE

WINTER TERM INTERNSHIP PROGRAM
SUPERVISOR'S EVALUATION

A critical component of any program is direct feedback and evaluation. Your candid evaluation of your intern would be appreciated. Please complete this form and return it by February 8 to:

Tom Armor, Director
Career Planning & Placement
Franklin College
Franklin, IN 46131

Name of Intern: _____

Brief description of functions performed by the intern.

Supervisor's Evaluation

Please evaluate the student in terms of how you perceived him during your contacts with him and your observations of his contacts with others. Check the appropriate number on each scale.

	SUPERIOR				AVERAGE			INFERIOR			
PERSONAL APPEARANCE - APPROPRIATE ATTIRE	11	10	9	8	7	6	5	4	3	2	1
EFFECTIVE PERSONALITY	11	10	9	8	7	6	5	4	3	2	1
COMMAND OF ENGLISH	11	10	9	8	7	6	5	4	3	2	1
SELF-CONFIDENCE	11	10	9	8	7	6	5	4	3	2	1
USES GOOD JUDGMENT	11	10	9	8	7	6	5	4	3	2	1
COOPERATION WITH AUTHORITY FIGURES	11	10	9	8	7	6	5	4	3	2	1
COOPERATION WITH NON-AUTHORITY FIGURES	11	10	9	8	7	6	5	4	3	2	1
RELIABLE IN INTER-PERSONAL RELATIONSHIPS	11	10	9	8	7	6	5	4	3	2	1
RELIABLE IN TASK PERFORMANCE	11	10	9	8	7	6	5	4	3	2	1
SHOWS INITIATIVE	11	10	9	8	7	6	5	4	3	2	1
SHOWS ENTHUSIASM IN WORK SITUATIONS	11	10	9	8	7	6	5	4	3	2	1
SENSE OF HUMOR	11	10	9	8	7	6	5	4	3	2	1
VOICE	11	10	9	8	7	6	5	4	3	2	1
APPROPRIATE EXPRESSION OF EMOTIONS	11	10	9	8	7	6	5	4	3	2	1
MEETS PEOPLE EASILY AND GRACIOUSLY	11	10	9	8	7	6	5	4	3	2	1
CONVERSES READILY	11	10	9	8	7	6	5	4	3	2	1
KNOWS HOW TO LISTEN	11	10	9	8	7	6	5	4	3	2	1
MENTALLY ALERT	11	10	9	8	7	6	5	4	3	2	1
PROMPT IN MEETING RESPONSIBILITIES	11	10	9	8	7	6	5	4	3	2	1
WELCOMES AND UTILIZES SUGGESTIONS FOR IMPROVEMENT	11	10	9	8	7	6	5	4	3	2	1

Please provide additional comments on any inferior characteristics which have created problems for either you or the student during this experience.

Supervisor's Evaluation

Specific Strengths Displayed by Intern

1.

2.

3.

4.

5.

Comments:

Specific Weaknesses Displayed by Intern

1.

2.

3.

4.

5.

Comments:

Global Evaluation of Intern's Performance
(Circle appropriate number)

Excellent									Poor	
11	10	9	8	7	6	5	4	3	2	1

Comments:

_____ _____

Supervisor's Signature Date

_____

Title

_____

Company

Return to:

Dr. James Green
Education Department
Franklin College
Franklin, IN 46131

APPENDIX B

Form 5

FRANKLIN COLLEGE

Franklin, Indiana

SECONDARY EDUCATION LABORATORY EXPERIENCES
(EDS 224, EDS 343, EDS 422)

FINAL EVALUATION

Student's Name_____

School Assigned_____

School Address_____

Cooperating Teacher Making Evaluation_____

Dates Student Was Absent ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
Total Days Absent _____

Student's Initiative: Excellent___ Adequate___ Poor___

Student's Ability to Perform Assigned Tasks: Excellent___ Adequate___ Poor___

Student's Potential Ability to Relate to Secondary Pupils: Excellent___ Adequate___ Poor___

Student's Skill in Making a Presentation to Class (includes preparation and poise): Excellent___ Adequate___ Poor___

Considering all factors, how would you evaluate this student on a ten-point scale?
(Circle one)

From INADEQUATE----------to OUTSTANDING
1 2 3 4 5 6 7 8 9 10

Do you think this student should continue to prepare for teaching?

Yes _____ No _____

Make any comments that are appropriate to the student's performance. Your indication of areas that should be stressed in future labs will be very helpful.

_____ _____
Signature Date

APPENDIX C

EVALUATION OF STUDENT TEACHER

Student Teacher_____ Subject Taught_____

Cooperating Teacher_____ School_____

Circle one: Mid-term Final Date of this Evaluation_____

Dates Student Teacher was Absent _____ _____ _____ _____ _____ _____ _____

Instructions: Will you please circle the number which in your judgment most accurately describes the student's performance. The rating scale is intended to cover performance from excellent to very poor, with 5 (excellent), 4 (good), 3 (average), 2 (poor), and 1 (very poor).

	Excellent				Very Poor
Teaching Ability					
Knowledge of subject matter	5	4	3	2	1
Selection of subject matter	5	4	3	2	1
Lesson planning	5	4	3	2	1
Skill in arousing thought	5	4	3	2	1
Skill in illustrations and explanations	5	4	3	2	1
Adequacy of assignments	5	4	3	2	1
Ability to question and probe	5	4	3	2	1
Competency in providing for individual differences	5	4	3	2	1
Methods utilized in teaching	5	4	3	2	1
Quality of written and oral communication	5	4	3	2	1
Classroom organization and management	5	4	3	2	1
Ability to maintain classroom discipline	5	4	3	2	1
Results obtained from teaching	5	4	3	2	1
Initiative					
Willingness to assume responsibility	5	4	3	2	1
Dependability	5	4	3	2	1
Takes initiative in doing more than is expected	5	4	3	2	1
Personal Characteristics					
General appearance (includes dress, posture)	5	4	3	2	1
Enthusiasm	5	4	3	2	1
Voice	5	4	3	2	1
Ability to plan with colleagues	5	4	3	2	1
Contribution in "team teaching situations"	5	4	3	2	1
Relationship with pupils	5	4	3	2	1
Participates in after-school activities	5	4	3	2	1
Attends faculty meetings when invited	5	4	3	2	1
What is your over-all impression of this student teacher's competency? (Not an average of above)	5	4	3	2	1

Recommend the student teacher for certification? Yes____ No____

COMMENTS: (Use opposite side if necessary)

Return to: Dr. James Green
Education Department
Franklin College
Franklin, IN 46131

APPENDIX D

TEACHING EXPERIENCE EVALUATION

return to . . .
CAREER PLANNING AND PLACEMENT OFFICE
FRANKLIN COLLEGE
FRANKLIN, INDIANA 46131

(TO BE COMPLETED BY CANDIDATE PRIOR TO PRESENTATION TO WRITER)

NAME _____
(LAST) (FIRST) (MIDDLE)

WAIVER OF REGISTRANT'S ACCESS TO LETTER OF RECOMMENDATION

The Family Educational Rights and Privacy Act of 1974, P.L. 93-380, allows a candidate for admission, employment, or receipt of honors to waive his or her right of access to confidential letters of statements written in his or her behalf if the recommendation is used solely for the purpose of admission, employment, or the receipt of honors and if the candidate, upon request, is notified of the names of all persons making such recommendations on his or her behalf. Franklin College does not require that students make such a waiver as a condition for using placement services; however, under the legislation they have the option of signing the following waiver statement:

WAIVER STATEMENT: *I hereby waive my right of access to this recommendation and appropriate attachments which has been written by: _____ in behalf of my application.* This waiver is effective only insofar as the recommendation is used solely for the purposes stated above.

Registrant's signature _____ Date _____

RECOMMENDER'S RATING AND STATEMENT CONCERNING REGISTRANT *Please type, if possible. This statement will be reproduced and included in a set of placement credentials. If the waiver above is not signed, it is assumed that this statement will be available for the registrant's review.*

	Superior	Above Average	Average	Below Average	Poor	Unknown
Initiative and Resourcefulness						
Ability to Plan and Organize						
Dependability						
Cooperativeness						
Knowledge of Subject Matter						
Poise and Self-Control						
Interest in Self Improvement						
Communication Ability — Written						
Communication Ability — Oral						
Ability to Maintain Classroom Discipline						
Responsiveness to Individual Differences Among Students						
Methods Utilized In Teaching						
Enthusiasm						

Supplementary Statement or Comments:

Type/Print Name _____ Signature _____

School and School System _____ Position _____

City and State _____ (Zip) _____ Date _____

Telephone _____

Utilization of this information is authorized only for employment and graduate school admissions purposes

APPENDIX E

Form 1

FRANKLIN COLLEGE
Franklin, Indiana

Secondary Education Laboratory Experiences

PERSONAL DATA Date _____

Name _____

Subject (subject area) in which you desire placement _____

Can you furnish transportation? Yes _____ No _____

Campus address _____ Telephone No. _____

Home address _____

High school(s) attended _____

High school activities _____

_____

College activities _____

_____

Employment experience _____

_____

Experience working with youth in non-college related activities _____

_____

List all previous laboratory experiences you have had at Franklin College, indicating dates _____

_____

If this laboratory experience is related to EDS 224, EDS 343, EDS 422, what day have you scheduled free from 8:00 a.m. to 12:00 p.m. or later?_____

If this information for a January term internship (EDS 280)? _____

Check which course applies to this laboratory experience:
EDS 224: Introduction to Teaching in Secondary Schools _____
EDS 280: Winter Term Internship in Secondary School _____
EDS 343: Educational Psychology and Sociology _____
EDS 422: Secondary Lab Experience in Reading _____

APPENDIX F

SECONDARY EDUCATION

Laboratory Experience Activities

1. Work with individual students on projects or assignments.
2. Work with small groups of students on projects or assignments.
3. Assist students during supervised study periods.
4. Assist teacher in directing group activities in class.
5. Assist teacher in grading assignments.
6. Assist teacher in organizing materials and equipment in preparation for class.
7. Assume routine classroom duties such as distributing class papers or instructional materials to class, taking roll, or reading assignments.
8. Operate audio/visual equipment for teacher (16mm sound projector, film strip projector, overhead projector, opaque projector, audio tape recorder, video tape recorder, television, record player).
9. Duplicate materials for classroom use (thermofax, spirit master duplicator, bond photocopying).
10. Copy material on chalkboard.
11. Assist in supervising co-curricular and school sponsored activities.
12. Attend teacher committee meetings.
13. Observe the course, unit, and lesson planning process teachers utilize.
14. Note specific disciplinary problems and methods of dealing with them.
15. Note oral and written communication competencies required of effective teachers.
16. Note the inter-personal communication skills required of effective teachers.
17. Observe and note the various classroom organizational systems utilized for instruction.
18. Assist teacher in supervising or officiating games or intramurals (P.E.).
19. Assist teacher in preparing for and directing classroom laboratories.
20. Determine how and by whom teachers are supervised.
21. Review teacher evaluation procedures and instruments.

22. If available to you, review a salary schedule and statement of fringe benefits.

23. Prepare an organizational chart depicting the school system in which you are assigned, using specific position titles, from the local Board of Education to you.

24. Determine what criteria are considered when employing teachers. Who does the hiring?

25. Attend a Board of Education meeting.

26. Attend a Faculty meeting.

27. Attend a Teachers' Association meeting.

28. Determine percentages of teachers belonging to AFT, ISTA, or other established professional associations.

29. Determine opportunity for summer employment for teachers in the school system.

30. Become acquainted with the school system's curriculum:

    a.) How many units are required for graduation?
    b.) What courses are required for graduation?
    c.) What electives are available?
    d.) Review the school's statement of philosophy, aims, and objectives.

31. Review curriculum guides, course outlines, and syllabi applicable to your major or minor area.

32. Become acquainted with the school system's extra-curricular activities program:

    a.) What activities, athletic and non-athletic, are available?
    b.) Determine if the activities supplement or supplant the academic program.
    c.) Determine what types of peer pressure are associated with activities.

33. Review the school corporation's policies for teachers and students and strictly observe them.

34. Review the faculty handbook of the school building to which you have been assigned. Determine the regular working hours for a teacher, dress requirements, procedures for contacting the school in the event of illness, and other routine procedures and practices.

35. Become familiar with school policies for students. Review the student handbook. Advise your cooperating teacher when you observe violations.

36. Become familiar with the school's grade reporting system.

37. Determine which extra-curricular activities all teachers are expected to sponsor.

38. Determine what time requirements outside regular working hours are necessary in a teaching position in your major and minor.

39. Determine how the guidance office functions. Determine the duties of counselors. Determine the two or three major reasons that pupils are counseled outside the classroom.

40. Determine as much as possible about the composition of the school's student body by determining such items as:

    a.) post-secondary school plans
    b.) drop-out rate
    c.) ethnic data
    d.) economic data such as income, employment/unemployment rates, percent of students receiving free or reduced price lunches, percent of students receiving ADC benefits or Social Security benefits, etc.

41. Ask an administrator how many pupils are transported on school buses and how many buses there are. Determine something of the experiences the students have on the buses.

42. Determine the general problems with which the school must deal before and after school and during the lunch period. Observe and ask various school personnel.

43. Gain an overview of the school's lunch program by determining how many pupils are served, what supervisory problems are evident, and whether students must remain at school during the lunch period.

44. Determine what proportion of the total school budget comes from state, federal, and local sources. What specific school programs are largely funded through federal sources?

45. Determine what specific disciplinary measures are available to the classroom teacher for dealing with misconduct. Which measures are practiced most frequently? Which measures are most effective?

46. Determine what specific disciplinary measures are available to the administration of the school for dealing with misconduct. Which measures are most effective? Which measures are practiced most frequently?

47. Become familiar with the library/media center. Determine if the respective teachers feel library and laboratory resources are adequate.

48. Make short, selected presentations to class.

49. Prepare a bulletin board.

50. Make particular note of specific disciplinary problems, analyzing background and causes and developing concrete corrective actions.

51. Assist coaching team sports (P.E.).

52. Assist coaching individuals on special skills (P.E.).

53. By daily observation note physiological differences in development of adolescents at various ages.

54. Observe to what extent success in some activities seems to depend upon size and maturity, or other physical factors over which the pupil has no control.

55. Note the physical extremes you see in your observations. Which ones might be helped by school counseling services?

56. Note specific behavior patterns caused by certain physical characteristics.

57. Note obstacles in the school building that limit certain physically handicapped pupils from having equal access to facilities or programs.

58. Observe relationships between peers and note any variance from peer group to peer group.

59. Observe and characterize specific sociological strata in the school.

60. Determine if there are certain activities in which pupils can have only limited participation, if any, because of lack of money.

61. Determine if economic status seems to have any relationship to peer status.

62. Determine what provisions are made for various physical or sensory handicaps.

63. Determine which special education programs are conducted in the school where you are assigned and which special education programs are conducted at a special center.

64. Determine if some students require a special diet because of certain physical reasons. What provisions does the school make?

65. Ask a counselor what provisions are made for students with professionally identified psychological problems.

66. Determine what provisions are made for students with varying aptitudes, mental abilities, interests, and talents?

67. What provisions can be made in your classroom for intellectually gifted pupils? Confer with your cooperating teacher, a counselor, a librarian, and an administrator.

68. Prepare a resource bibliography for a unit of instruction using the library/media center of the school to which you have been assigned.

69. Accompany a class on a school sponsored field trip.

70. .....

71. .....

FRANKLIN COLLEGE CALENDAR
1983-84

August 30	Fall Semester begins
September 21	First day students report to lab experience assignments in EDS 422
November 18	Thanksgiving vacation begins
November 28	Classes resume
November 30	Last day for lab experience assignments
December 16	Christmas vacation begins
January 2	Winter Term begins; students report for Internships
January 27	Winter Term ends; last day for Internships
January 31	Spring Semester begins
February 9	First day for Wednesday labs in student teaching
February 22	First day students report to lab experience assignments in EDS 343
March 5	Student teaching begins
March 30	Easter vacation begins
April 9	Classes resume Mid-term evaluation of student teachers due from cooperating teachers
April 25	Last day for lab experiences
May 11	Last day for student teaching
May 18	Semester ends All final evaluations due from cooperating teachers